DOCUMENT RESUME

ED 400 258 SP 036 994

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TITLE Building a Better College: A Portrait in Ed School Reorganization.

INSTITUTION American Association of Colleges for Teacher Education, Washington, D.C.

PUB DATE 96

NOTE 12p.

AVAILABLE FROM AACTE Publications, One Dupont Circle, N.W, Suite 610, Washington, DC 20036; fax: 202-457-8095.

PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS *Curriculum Development; *Educational Change; Elementary Secondary Education; Higher Education; *Organizational Climate; Organizational Objectives; Planning; Program Design; *Schools of Education; *Teacher Education Programs

ABSTRACT

Meeting the demands of the public, policymakers, and the private sector have spurred Education School (Ed School) leaders to find ways of working "smarter" as well as harder. The American Association of Colleges for Teacher Education conducted a telephone survey of 32 Education School deans and directors to determine the catalyst and the rationale for change, nature of changes made, and current status. Fifteen schools reported that their reorganization was internally instigated and 13 reported it was externally instigated; an additional 3 reported both types as primary factors. Among those schools reporting external initiative factors, "downsizing" and fiscal constraints were most prevalent. Among those schools reporting internal factors, the predominant rationale was program improvement. It appears that those schools citing external factors were more likely to focus initially on organizational structure rather than on program design, while those citing internal factors attested to program design as a starting point with structure following suit. A capsule description for each responding Ed School appears in tables, and a list of survey respondents is provided. (ND)

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BUILDING A BETTER COLLEGE:

A Portrait in Ed School Reorganization

BY JOOST YFF

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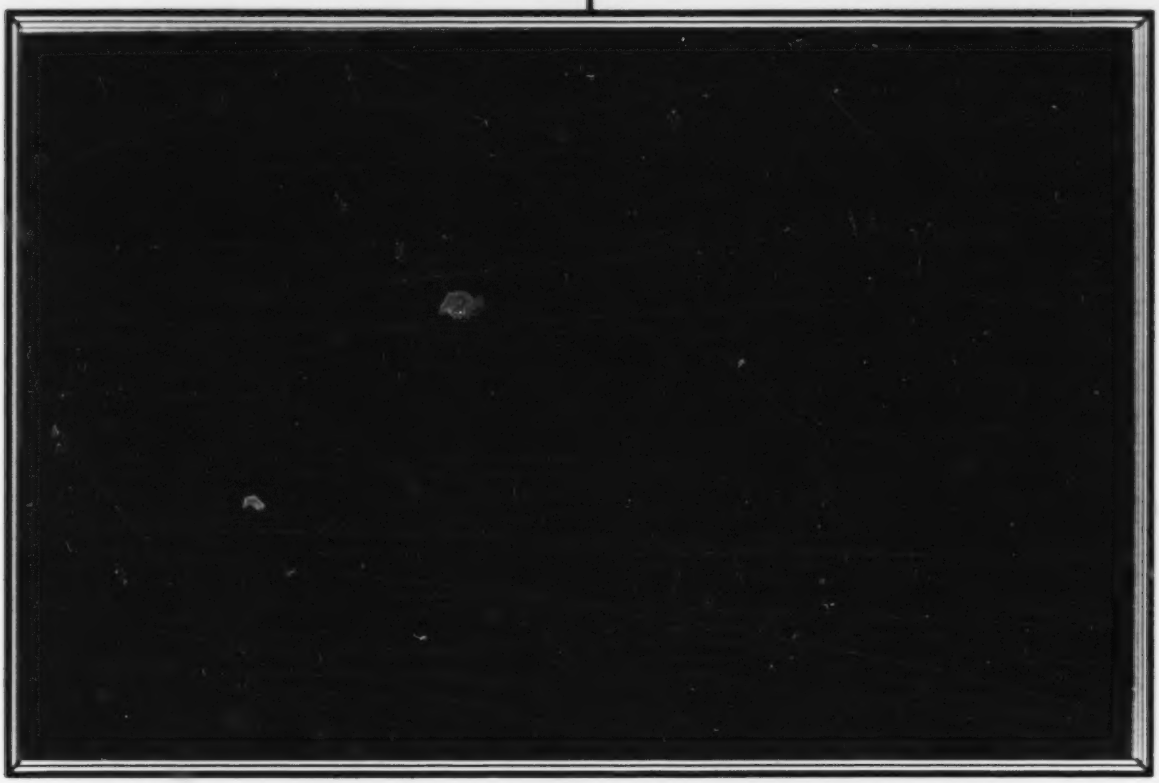

A Portrait in Ed School Reorganization

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AACTE
AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

The American Association of Colleges for Teacher Education is a national, voluntary association of colleges and universities with undergraduate or graduate programs to prepare professional educators. The Association supports programs in data gathering, equity, leadership development, networking, policy analysis, professional issues, and scholarship.

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Copies of *Building a Better College: A Portrait in Ed School Reorganization* may be ordered from:

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Printed in the United States of America

International Standard Book Number: 0-89333-146-5

Building a Better College: A Portrait in Ed School Reorganization

Restructuring and reorganization are the buzz words in business, the community, and higher education nowadays, and it is no different in schools, colleges, and departments of education. Meeting the demands of the public, policymakers, and the private sector have spurred Ed School leaders to find ways of working "smarter" as well as harder.

To draw a picture of SCDE reorganization, AACTE conducted a telephone survey of 32 Ed School deans and directors in August 1996. An attempt was made to determine the catalyst and the rationale for change, nature of changes made, and their current status. Respondents are listed on page 7.

AACTE encourages readers to help identify additional Ed Schools that are planning or undergoing reorganization.

Results

Fifteen Ed Schools reported that their reorganization was internally instigated; 13 Ed Schools reported it was externally instigated. An additional three reported both types as primary factors. One new Ed School (California State University—San Marcos) was included. External factors included state-level administrative mandates or legislative requirements, and measures at the higher education system or campus level.

Among those Ed Schools reporting external initiating factors, "downsizing" and fiscal constraints were most prevalent (n=10) with one specifically citing state legislation(Colorado). Reduction of administrative load or levels was identified in one instance. One Ed School (University of Findlay, Ohio) reported its primary motivation as a response to a substantial growth in enrollment. Several respondents lamented the lack of an "intellectual agenda" in these externally-imposed or mandated restructuring efforts, although the notion that a requirement to reorganize spurred internal improvements was mentioned in several cases.

Among those Ed Schools reporting internal factors, the predominant rationale was program improvement, with two respondents referring specifically to concerns relative to NCATE accreditation. Many referred to the need to "raise the bar" of excellence in research and development in teacher education, and to strive for high performance in both research and teaching.

It appears that those Ed Schools citing external factors were more likely to focus initially on organizational structure rather than program design, while those citing internal factors attended more to program design as a starting point with structure following suit. Those instances (n=6) in which the Ed School was repositioned as a unit within a larger college were largely in externally motivated reorganizations (University of Wisconsin-La Crosse; University of Delaware; Colorado State University; University of Findlay, Ohio; Virginia Tech; Oregon State University). The reverse was found at Viterbo College (Wisc.) where the institution "streamlined" its administrative levels to reduce the number of deans from 17 to 5, and elevated the Ed unit from a department to one of five colleges; and at the University of Arkansas at Monticello, where the former Ed department became the school of education.

The University of Minnesota-Twin Cities appears as a special case, in that an externally motivated merger of the College of Human Ecology and the College of Education & Human Development was suspended in favor of a more considered evaluation and planning process involving an intercollege council to develop alternative approaches.

Elevation of the Ed unit from a department to a school or from a school to a college was found in three internally motivated reorganizations (Armstrong Atlantic State University, Ga.; University of Tennessee at Chattanooga; Western New Mexico University). In one additional institution (Ohio State University), a reorganization at the campus level resulted in the Ed School being placed in one of three divisions with the dean of the college of education serving as executive dean of the division.

A capsule description for each responding Ed School appears in the tables on the following pages.

A Portrait in Reorganization

INSTITUTION	PRIMARY STIMULUS	NATURE OF CHANGES	CURRENT STATUS
University of Arkansas at Monticello	external— '93 mandate to new dean	• no departments • integrated curriculum • constructivist methodology	• in implementation • Ed department became School of Education
CSU-San Bernardino	internal	• 5 departments, 9 programs • technology as third dimension in matrix configuration	implementation by Sept '96, with program changes to follow
CSU-San Marcos	new institution	flat organization; no departments	organizing around programs and partnerships in K-12 settings; teachers in residence
San Francisco State University	internal	from 8 to 5 departments	• restructure plan by spring '97; implementation by fall '97
Colorado State University	external—state legislation	• program structure; no departments • education & vocational education combined in School of Education, secondary only, no UG degrees	School of Education, with a Director, is in the College of Applied Human Sciences
University of Colorado-Boulder	external and internal (1986 Colorado Commission requirement to eliminate duplicate programs)	1991 program review process yielded 4 degree programs, with school administration moved to Denver, and counseling and guidance and educational psychology discontinued	• in place • grant activity is up • in recruiting mode
University of Delaware	external	consideration being given to reducing number of colleges from from 5 to 2	• plan to faculty senate in '96 • possible College of Education, Human Resources, Urban and Public Policy
George Washington University (D.C.)	internal—programmatic, redefinition as a graduate school, emphasis on research and program quality	became the Graduate School of Education and Human Development in 1994	reviewing department structure
Armstrong Atlantic State University (Ga.)	internal	from 5 departments to 2 divisions now a School of Education	to become a College of Education with 2 divisions
University of Kansas	external—reduce cumbersome structure, administrative load	from 6 to 4 departments in matrix with division of teacher education and research institute as second dimension in matrix configuration	implementation to be completed by July '97
Indiana State University	external—multiple fronts at state level including PSB	from 9 to 6 departments with teacher education as cross-departmental dimension in a matrix configuration	• partnerships in 15 professional development schools • task group on the role of the professorate in a school of education
University of Massachusetts	internal—"raising the bar" as a research institution; the education agenda; advancing the field	3 departments, a reduced number of doctoral areas	• in process • excellence rather than adequacy • consideration being given to differentiated faculty contracts to foster both research and other activity
University of Maine—Orono	external—administrative efficiency, costs, fostering academic alliances	in transition, has been non-departmental for some time	College of Education and Human Development in July '97

INSTITUTION	PRIMARY STIMULUS	NATURE OF CHANGES	CURRENT STATUS
University of Minnesota—Twin Cities	external—mandate to merge College of Human Ecology and College of Education & Human Development	in suspension; intra college council in place to study alternatives	• considering differentiated research and other activity • seeking additional senior faculty
Western New Mexico University	internal—anticipate NCATE review in 1997	enrollment and funding are up	from department to School of Education—curriculum under revision
Ohio State University	internal and external—campus-wide reorganization and reconceptualization of the mission as a professional college; focus is on programs	from 33 to 11 programs, from 5 to 3 schools within College of Education, with teacher education and technology across the matrix	reconfiguration of colleges into 3 divisions; College of Education in division of professional colleges
University of Cincinnati	internal—cross-faculty development—faculty referendum	• 5-year programs • team teaching • integrated curriculum	developing partnerships; joint planning
University of Findlay (Ohio)	external—growth	from 8 divisions to 3 colleges and a graduate school	• graduate school functions distributed among 3 colleges • College of Professional Studies includes business, intl center and teacher education • hiring additional faculty
Oregon State University	external and internal - mandate to "close a college" with Education as target; campus-wide competition for limited funds after 1990 property tax limitations	• School of Education, with a director, is in College of Economics and Education • all education programs were closed and faculty fired, with invitation to reapply	• no departments or divisions • teams are organized around programs • integration of arts & sciences into education
University of Oregon	internal— market-driven philosophy research and high performance are priorities	• community linkages • learning organizations that are results-driven	in place
Pennsylvania State University	internal—1990 reorganization	• 5 departments and interdisciplinary programs • teacher education is in 5 colleges; elementary and secondary is in College of Education	• all programs looking at possible mergers • 2 cross-campus governing groups for teacher education
Temple University (Pa.)	internal—program focus	from 13 to 3 departments several years ago	• rethinking program structure • hiring additional faculty • increasing UG enrollment and downsizing doctoral programs university-wide
Teachers College, Columbia University	internal—program focus	from 5 divisions, 17 departments and some 400 programs to 9 departments in '95	program reviews underway 1996-98
University of Rhode Island	internal - program teams started in 1994	restructuring plan to the faculty in Fall 1996	department to become School of Education to strengthen relationships with other teacher education functions on campus

KEY: UG = undergraduate G = graduate

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Reorganization, continued

INSTITUTION	PRIMARY STIMULUS	NATURE OF CHANGES	CURRENT STATUS
Clemson University (S.C.)	external—university-wide downsizing	from 9 to 5 colleges, number of top administrators reduced to 15	• College of Health, Education and Human Development • hiring additional faculty
University of Tennessee—Chattanooga	internal—some NCATE requirements	• from 3 to 2 departments (G and UG) • from School to College of Education with 2 schools	consolidating coordinators for UG and G programs
University of Tennessee—Knoxville	internal—faculty driven changes in licensure requirements and the education reform agenda	all departments sunsetted—units focusing on licensure and degree programs	• cross-unit activity encouraged • curriculum redesign underway
Virginia Tech	external—staff reductions and administrative cost reductions cut number of colleges from 9 to 8	College of Human Resources and Education merger by July '98 including 7 departments	associate dean for education in College hiring add'l faculty (n=28)
Virginia State University	external—costs	Liberal Arts and Education merged in '94	in place
University of Vermont	internal—greater program coherence	• faculty evaluation of programs • from 5 to 3 departments	faculty working together on curriculum
Viterbo College (Wisc.)	external—streamlining, downsizing in growth environment	• from 17 to 5 deans • from department to School of Education	in place
University of Wisconsin—LaCrosse	external—1993 statewide study recommended downsizing	College of Education became part of College of Liberal Studies	School of Education, with director in the College of Liberal Studies

GENERAL OBSERVATIONS

More than half of the Ed Schools in this survey are proactive in reorganization. Less than half report external factors as primary, although many viewed it an opportunity for internal programmatic and structural modifications.

It was made clear by many that reorganization is "work in progress"—that it is never completed in striving for excellence in research and teaching in teacher education, and in making the best use of limited fiscal human resources in service to the public.

Several persistent issues surface again in this context: the need to develop promotion and tenure policies that recognize excellence in teaching and in clinical practice as in research and scholarship; the need to develop ways to refresh, involve, and capitalize on the expertise of those faculty members who view any change with discomfort; the need to orchestrate more effectively the efforts of those in various units across the institution who have a role and responsibility in teacher education; the need for alignment between teacher education curriculum standards and those of P-12 schools; the need for public relations strategies within academia that place Ed Schools in competitive positions with respect to other schools of the university; and the need to market with confidence the Ed Schools' expertise and products to various consumer publics, including state legislators, school boards, parents, and business and industry.

Reorganization Survey Respondents—August '96

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